

GUIDE *to* Education

*Junior High School Handbook
1991-92*



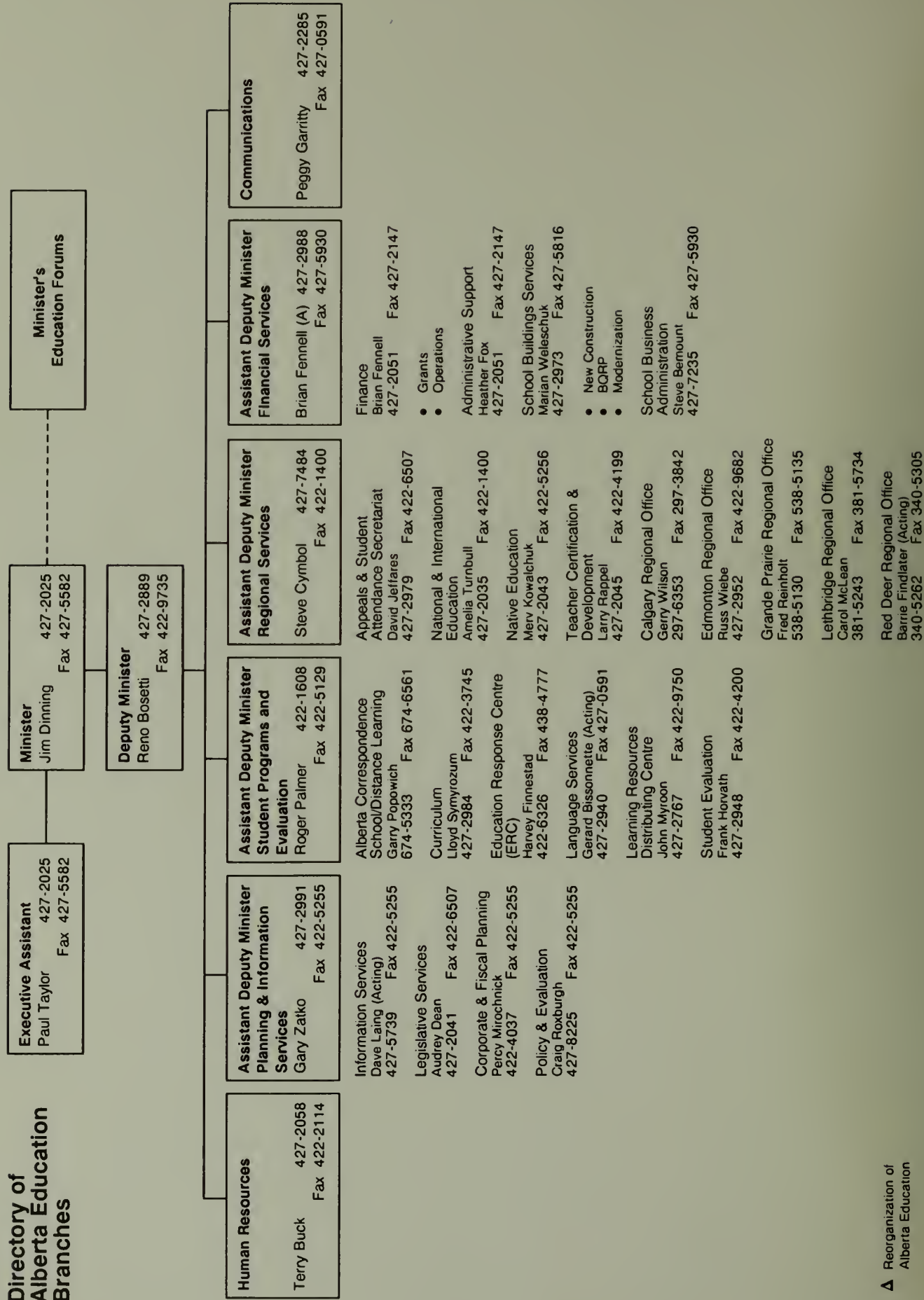
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GUIDE *to* Education

Junior High School Handbook 1991-92

This document supersedes the **Guide to Education: Junior High School Handbook 1989-90** and the 1990-91 revisions. All changes to Alberta Education requirements contained in this document are effective the first day of the 1991-92 school year as defined by the local school authority.

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This handbook contains information on a wide variety of topics. Some of the statements indicate mandatory action; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

**Δ Changes in
content**

The delta sign (Δ) is used in the left-hand margin to indicate sections where major changes have occurred. A brief explanation is provided beside each sign.

All references to the School Act are to the School Act, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the School Amendment Act, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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FOREWORD

The **Junior High School Handbook** accompanies the **Elementary School Handbook (ECS to Grade 6)** and the **Senior High School Handbook** in the three-volume set titled **Guide to Education**.

The **Junior High School Handbook** is published by Alberta Education for the use of administrators, teachers and others interested in the delivery of junior high school education. It is intended to serve the following purposes:

1. to provide information about the characteristics of students enrolled in junior high schools
2. to communicate procedures that have proven to be useful in organizing and operating junior high schools, and to encourage school systems to organize schools to meet the needs of their students
3. to identify the program requirements specified by Alberta Education.

Early adolescence is a critical period when students are experiencing physical, emotional and social changes while at the same time experiencing the transition from elementary to junior high school. Therefore, the first section of this handbook addresses the nature of early adolescence and the dynamic, diverse and changing needs of junior high school students. This focus on the student is integral to all school programming and reflects the emphasis of the **School Act**. The philosophy statement in this section expresses the significance and uniqueness of junior high education.

This handbook is the first step in drawing together information that is essential to school administrators. Policies, procedures and organizational information required to operate a junior high school are included, or directions given for obtaining this information.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and responsibility at the local level. Screened text indicates mandatory requirements taken from the **School Act**, regulations, policies and procedures.

References to "boards" and "schools" in this document are in accordance with the definitions used in the **School Act**. In this handbook, "local school authority" means a board of a public or separate school district, an accredited private school whose program has been approved by the Minister and a school operated by the Minister (such as the Alberta Correspondence School and the Alberta School for the Deaf).

Δ Clarification of definition

Δ The delta sign is used to indicate changes to the handbook.

Further copies of the handbook are available from the **Learning Resources Distributing Centre, 12360 - 142 Street Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this document, or questions regarding its content, should be addressed to the **Deputy Director, Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129).

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Junior High School Students





JUNIOR HIGH SCHOOL STUDENTS:

Philosophy of Junior High Schooling

The junior high school experience provides a transition between elementary and senior high school and helps students bridge the gap between childhood and middle adolescence.

Early adolescence is a critical period. Students are experiencing physical, emotional, social and intellectual changes while they attempt to gain self-identity and achieve peer acceptance.

While adolescents are changing developmentally, they are also moving from one level of schooling to another. This includes moving from elementary to junior high school, sometimes from one school to another, and eventually from junior to senior high school.

These moves may be accompanied by changes in teaching methods and learning expectations. The types of skills and abilities needed to succeed in school change as the nature of school tasks changes from elementary to junior high school, and from junior to senior high.

The uniqueness of junior high school is less a result of grade organization, grouping or scheduling than it is of attitude, perception and sensitivity. Students and staff interact to create a special learning environment. An effective junior high school program is one that accommodates the dynamic and diverse needs of early adolescence.

Junior high school students need opportunities to:

- continue to develop basic knowledge, skills and positive attitudes, and consolidate earlier learning
- develop their individual interests, abilities and talents and, in the process, develop specific competencies
- explore a range of learning experiences and apply new learning in different circumstances
- set goals for, and make choices about, their learning and take increasing responsibility for their education and, indeed, their lives
- mature with a positive, realistic self-image, and receive affirmation and acceptance from significant adults and peers.



JUNIOR HIGH SCHOOL STUDENTS:

Goals and Objectives of Junior High School

1 Introduction

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learning expectations for various subjects and grades are developed. The goals were adopted by order of the Minister under section 25(1)(f) of the **School Act**.

Schools make a very important contribution to education. But school is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations also have significant influence on children. It is useful, therefore, to be clear about the role of schooling in education. Education refers to all the learning experiences the individual has within the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a very close relationship between schooling and education: the learning that occurs in school influences and is influenced by what is learned outside the school.

2 Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.

3 Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

4 Developing Desirable Personal Characteristics

The following statement was also passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that people are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

<i>Respectful</i>	- has respect for the opinions and rights of others, and for property.
<i>Responsible</i>	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
<i>Fair/just</i>	- behaves in an open, consistent and equitable manner.
<i>Tolerant</i>	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

<i>Honest</i>	- is truthful, sincere, possessing integrity; free from fraud or deception.
<i>Kind</i>	- is generous, compassionate, understanding, considerate.
<i>Forgiving</i>	- is conciliatory, excusing; ceases to feel resentment toward someone.
<i>Committed to democratic ideals</i>	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
<i>Loyal</i>	- is dependable, faithful; devoted to friends, family and country.

b Intellectual Characteristics

<i>Open-minded</i>	- delays judgments until evidence is considered, and listens to other points of view.
<i>Thinks critically</i>	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
<i>Intellectually curious</i>	- is inquisitive, inventive, self-initiated; searches for knowledge.
<i>Creative</i>	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
<i>Pursues excellence</i>	- has internalized the need for doing the best in every field of endeavour.
<i>Appreciative</i>	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

c Social/Personal Characteristics

<i>Co-operative</i>	- works with others to achieve common aims.
<i>Accepting</i>	- is willing to accept others as equals.
<i>Conserving</i>	- behaves responsibly toward the environment and the resources therein.
<i>Industrious</i>	- applies self diligently, without supervision.
<i>Possesses a strong sense of self-worth</i>	- is confident and self-reliant; believes in own ability and worth.

<i>Persevering</i>	- pursues goals in spite of obstacles.
<i>Prompt</i>	- is punctual; completes assigned tasks on time.
<i>Neat</i>	- organizes work in an orderly manner; pays attention to personal appearance.
<i>Attentive</i>	- is alert and observant; listens carefully.
<i>Unselfish</i>	- is charitable, dedicated to humanitarian principles.
<i>Mentally and physically fit</i>	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

5 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are from the policy statement **Secondary Education in Alberta** (1985), which established the direction for junior high program and course development. The policy statement is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively, to acquire and apply problem-solving skills, to apply principles of logic, and to use different modes of inquiry;
- master effective language and communication skills, including the ability to use communications technology;
- acquire basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society;
- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems;
- become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;

- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences;
- learn about themselves and develop positive, realistic self-images;
- develop constructive relationships with others, based on respect, trust, co-operation, consideration and caring, as one aspect of moral and ethical behaviour;
- develop cultural and recreational interests and realize personal aspirations.

c Transition to Secondary Schooling

The policy statement **Secondary Education in Alberta** (1985) identified the need to help students with the transition from elementary to secondary school.

Transition is not a single event, but a normal, continuous process experienced by all students as they progress into and through the secondary school years. Based on principles of child development and the context within which learning takes place, the process of transition has the potential to ensure continuity in successful learning. For some students, however, it will be necessary to consolidate or enrich basic knowledge and skills if they are to continue successfully with the instructional program or be sufficiently challenged by the requirements of school.

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers (1987) provides principals and teachers with an understanding of the concept and process of transition. It focuses on the school environment, developmental changes in students and meeting individual differences. Specific ideas and strategies are suggested to ease transition for all junior high school students. The appendices of the document contain a series of checklists for principals and teachers, a glossary of terms, and a selected annotated bibliography.

Transition to Secondary Schooling is available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

6 Essential Concepts, Skills and Attitudes

The **Secondary Education in Alberta** (1985) policy states that the development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment.

To prepare students for responsible citizenship in an ever-changing society, certain concepts, skills and attitudes are essential. These are identified in the publication, **Essential Concepts, Skills and Attitudes for Grade 12** (Second Draft 1987). It is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The concepts, skills and attitudes are listed under 10 categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

These 10 categories are relevant for all courses at the junior high school level. The essential concepts, skills and attitudes are used to guide the design, implementation and evaluation of courses and programs for junior high school. The catalogue is also useful for designing locally developed courses.



JUNIOR HIGH SCHOOL STUDENTS: Developmental Characteristics

1 Introduction

This section further defines the needs of the learner, as they are addressed in the policy statement **Secondary Education in Alberta** (1985). The recognition of the unique developmental characteristics of junior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the junior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn. Therefore, the education system must understand students' cognitive, social and physical development. An informed education system aims at meeting and extending students' development through appropriate activities and teaching methods.

The following information is intended to encourage the cognitive, social and physical development of junior high students. It is critical to remember that each student has a unique developmental schedule.

A more complete description of students' developmental characteristics can be found in four Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: Social Sphere** (1988); **Students' Physical Growth, Developmental Framework: Physical Dimension** (1988); and **The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development** (1991). These are available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

2 Physical Development

Young adolescents are very concerned with their physical development. For some, physical development, or lack thereof, is the central theme in their lives.

Adolescents must contend with rapid skeletal development, characterized by accelerated and frequently uneven growth. The two halves of the body may grow unevenly. Hands and feet tend to lengthen before arms and legs, while the torso is the last to undergo a growth spurt. During the adolescent's growth spurt, there may be a period of temporary clumsiness. This awkwardness may be due to differential growth of various body parts, and to a changing sense of balance.

The onset of puberty results in voice changes and muscular development in boys, and menses and more rounded figures in girls. These changes can often result in self-consciousness and embarrassment. As young adolescents attempt to adjust to the physical changes, they frequently become concerned with their physical appearance, experiencing feelings that range from pride to anxiety.

Adolescents vary greatly in their motor development. During adolescence, both sexes are capable of vigorous physical activity. Adolescence is a time for skill refinement, and for learning a wider variety of motor skills. Those with good fundamental skills and a wide variety of motor experiences can accomplish significant motor performance feats, even if they did not train intensely as children. Others, less able to perform fundamental motor skills, have little interest in learning such skills.

In the junior high grades, students are required to write a great deal more. This can be difficult for students whose fine motor control is not effortless or automatic. For students with fine motor difficulty, a word processing program on a computer can make the writing process more manageable.

Educators keep these physical changes in mind so that they can make appropriate modifications and allowances in instruction. A teacher's understanding of these changes and encouragement to participate in physical activities can help students accept and cope with these physical developments.

3 Cognitive/Intellectual Development

Cognitive and intellectual changes also occur during early adolescence, although these changes are not as easy to observe as physical changes.

Students' cognition is characterized by their ability to think logically about things and events in their immediate experience. Junior high students are notoriously "present-oriented." Until the abilities to project and to hypothesize develop with formal operational reasoning, the students have little access to the past and future. At this stage, students depend on personal or tangible experience. Where they haven't had the experience themselves, they will trust others who have.

During adolescence, students are able to co-ordinate two aspects of a problem at the same time. They use a "linking" type of reasoning—joining one thing to another. This helps them mentally to reverse actions and see a second viewpoint. This ability to reverse operations also means the student can build a classification and break it back down into subgroups.

With adolescence, students undergo a transformation in their thinking processes. They are not as concrete in thinking skills as children, but they still need concrete representations and other contextual aids to understand abstract concepts. Through learning to use more differentiated and analytical forms of thinking, early adolescents can move away from concrete, experience-based thinking to more abstract representations of concepts and ideas. As early adolescents master concrete operations and begin to develop formal operations, they begin to think reflexively. That is, they begin to be able to think about their own thoughts. This "reflexive thinking" allows them to form sophisticated self-concepts that are shaped by interaction between their experiences and new powers of reasoning. Some early adolescents may begin to move from the concrete to the abstract. It is important to note that this transition will not occur for all of these students at this time. Often it occurs in high school.

Junior high school students can be encouraged to take small steps toward this transition by being given opportunities in which concrete representations and contextual aids are used to facilitate the understanding of an abstract concept. Awareness of the development of abstract reasoning and reflexive thinking is important for successful teaching at the junior high level.

4 Social Development

Early adolescents need to view themselves as valuable, able and responsible people. The web of social interactions experienced by early adolescents is intricate and has impact on the way young people think, feel and act.

Although early adolescence is often characterized as a period of stress, in truth most adolescents manage a fairly smooth transition from being a child to being an adult. What may be perceived as problematic may simply be the adolescent's lack of sophistication in implementing new behaviours. Adolescents are able to cope by managing one problem at a time: now examinations; now permission to stay out late; now achieving membership in a desirable peer group.

Emotions are strong and, at times, volatile, as adolescents seek appropriate expression and outlets. Adolescents apply thinking skills learned in the elementary years to learning in the social domain. Because emotional control based on reflection is not perfected at this age, early adolescents can be surprising in the inconsistency of their emotional responses. At one moment they can act in an adult manner, and the next revert to relatively childish behaviour. In a sense, they are practising to be adults.

Early adolescence is a time when the sense of identity is changing and greater independence occurs. Affiliation with the family is gradually complemented by the need for companionship and acceptance by peers. This is demonstrated by a prevalence of social cliques, and emphasized by the importance of the peer group.

Students' perceptions and feelings about themselves are powerful influences on their behaviour. The teacher's awareness and acceptance of the social, emotional needs of the students can help them develop a healthy self-image, an internally consistent value system, and appropriate outlets for expressing emotions.

Adolescence is a time of adjustment, but also a time of discovering new strengths and abilities. It is a period when students are in the process of integrating their emerging potential into a unique sense of self and are developing life goals consistent with their interests and abilities.

Programming





PROGRAMMING:

School Program Organization

1 Introduction

Local school authorities are encouraged to develop methods of organization and program delivery that best meet the educational needs of their students. Courses at the junior high school level have been designed so that the knowledge, skills, and attitudes identified can be achieved within a minimum time allotment. Some students can acquire the knowledge, skills and attitudes specified in the course of studies in less than the recommended minimum time, while others will require more time.

Priority should be given to offering a program that enables students to meet the requirements of the core courses and to have some opportunity for choosing complementary courses.

Heterogeneous groups of junior high students should be encouraged wherever possible. Decisions about placing students in special categories, such as the Integrated Occupational Program, should be based upon accurate information about the abilities and interests of each student.

Courses of study in the junior high school fall into two categories, core and complementary. The combination of core and complementary courses is designed to provide all students with a body of skills, knowledge and positive attitudes that meet their diverse needs, capabilities and aspirations.

The **core courses**, which are compulsory for all students, are English language arts, social studies, mathematics, science, physical education, and health and personal life skills.

The **complementary courses** include the practical arts, fine and performing arts, second languages, ethics, and locally authorized courses such as religious studies.

Details regarding the general and specific learner expectations of core and complementary courses are contained in the programs of study and are developed further in the respective curriculum support documents.

2 Instructional Time

To ensure equitable access of opportunity for all junior high school students, a minimal number of instructional hours are specified.

In accordance with Section 25(1)(c) of the **School Act**, schools are required to ensure that junior high students have access to 950 hours of instruction per year at each grade level. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.^①

Δ Clarification of instructional time

① Instructional time does not include: teachers' convention, professional development days, parent-teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, recesses, breaks between classes and field trips for extra-curricular activities.

a Core Courses

A student shall have access to a minimum of 650 hours of instruction per year in core courses.

A course at the junior high school level represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended minimum times indicated below. It is recognized that some students can acquire the knowledge, skills and attitudes specified in the course of studies in less than the recommended minimum time while others will require more time.

Δ Policy change

- The **recommended** minimum time allotment (hours per year) for each core course is:

English Language Arts	150	hours per year
Health and Personal Life Skills	50	hours per year
Mathematics	100	hours per year
Physical Education	75	hours per year
Science	100	hours per year
Social Studies	100	hours per year

- Within the 650 hour requirement, 75 hours of unspecified instructional time in core courses is available, to be assigned by the principal, taking into account the best interests of the students and local circumstances.
- For schools offering instruction in a language other than English (**School Act**, sections 5 and 6), the above time recommendations for core courses apply. In addition, it is recommended that there be a minimum of 150 hours of language arts in the language of instruction.

b Complementary Courses

A student shall have access to a minimum of 225 hours of instruction per year in complementary courses and shall be enrolled in at least three complementary courses. Of these three courses, at least two shall be provincially authorized.

Δ Policy change

For schools offering instruction in a language other than English (**School Act**, sections 5 and 6), students shall select a minimum of one provincially authorized complementary course.

It is recommended that the two provincially authorized courses be scheduled for at least 150 hours in total.

Subject to the foregoing conditions, students may enrol in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized. The complementary courses are categorized as follows:

Practical Arts	Fine and Performing Arts
Agriculture: Land and Life	Art
Business Studies	Drama
Computer Studies	Music (General)
Home Economics	(Choral)
Industrial Education	(Instrumental)
Typewriting	Ethical Studies
	Ethics
Second Languages	Other
French	Environmental and Outdoor Education
German	Religious Studies
Ukrainian	Locally Authorized Courses
Blackfoot	(See page 20)
Cree	

- **Grades 7, 8, 9 Sequence:** Students should be encouraged to continue in Grades 8 and 9 with at least one of the complementary courses selected in Grade 7.
- **Religious Studies:** Religious studies may be offered at the discretion of the local school authority (under section 33 of the **School Act**).
- **Ethics and Typewriting:** Although these courses are assigned a single course code, they may be offered in Grades 7, 8 or 9.
- **Second Language Courses:** The French N course sequence is for those students who began a nine-year French program in the elementary grades. The two-year junior high German program may be offered in any of Grades 7, 8 or 9.
- **Typewriting:** This course will be dropped as of August 31, 1992.

The Government of Alberta has recognized the multicultural nature of the province through the **Alberta Cultural Heritage Act** (1984) and the **Language Education Policy for Alberta** (1988). Accordingly, Alberta Education encourages local school authorities to develop second language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and approval of these second language courses are contained in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). Further information is available from the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).

Within the 950 hour requirement, 75 hours of unspecified core and/or complementary instructional time is available, to be assigned by the principal, taking into account the best interests of students and local circumstances.

Minimum Core Time	650	hours per year
Minimum Complementary Time	225	hours per year
Unspecified Core and/or Complementary Time	<u>75</u>	hours per year
Total Minimum Instructional Time	950	hours per year

The programs referred to in this handbook are designed to meet the needs and abilities of most students. Where a substantially different program plan is proposed for a group of students, authorization shall be obtained by the superintendent from the appropriate Director, Regional Office of Alberta Education.

c Integrated Occupational Program Core and Practical Arts Courses

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

- The recommended time allotment for Integrated Occupational Program courses is:

Minimum Core Time	575	hours per year
Minimum Practical Arts Time	225	hours per year
Unspecified Time	<u>150</u>	hours per year
Total Instructional Time	950	hours per year

- The Integrated Occupational Program practical arts component includes business education, personal and public services, and technical-occupational courses.
- Unspecified time of 150 hours may be used to provide additional instructional time in Integrated Occupational Program academic core courses, practical arts courses, and/or complementary courses.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers**, and in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

3 Course Code Numbers

To assist school administrators in completing the School Program Plan, the course code number for each of the courses (by grade) is listed below.

Core Courses	Grade 7	Grade 8	Grade 9
Language Arts	7100	8100	9100
French Language Arts*	7101	8101	9101
Ukrainian Language Arts	7102	8102	9102
Français*	7103	8103	9103
Mathematics/Mathématiques	7110	8110	9110
Physical Education/Éducation Physique	7120	8120	9120
Health and Personal Life Skills/Hygiène et Habiletés Personnelles	7130	8130	9130
Science/Sciences	7140	8140	9140
Social Studies/Études Sociales	7150	8150	9150
*Note: French Language Arts is intended for immersion students. Français is intended for francophone students.			
Complementary Courses	Grade 7	Grade 8	Grade 9
PRACTICAL ARTS			
Agriculture: Land and Life	7300	8300	9300
Business Studies			9421
Computer Studies	7431	8431	9431
Home Economics	7330	8330	9330
Industrial Education	7340	8340	9340
Typewriting ¹			9420
FINE AND PERFORMING ARTS			
Art	7310	8310	9310
Drama	7320	8320	9320
Music (General)	7390	8390	9390
Music (Choral)	7400	8400	9400
Music (Instrumental)	7410	8410	9410
SECOND LANGUAGES			
Blackfoot	7371	8371	9371
Cree	7361	8361	9361
French (Six-Year Program)	7350	8350	9350
French N (Nine-Year Program)	7351	8351	9351
German		8360	9360
Ukrainian	7380	8380	9380
Other	7550	8550	9550
ETHICAL STUDIES			
Ethics		8460	
OTHER			
Environmental and Outdoor Education	7570	8570	9570
Religious Studies	7450	8450	9450
Locally Authorized Courses	7470	8470	9470

¹ Typewriting will be dropped as of August 31, 1992.

CONTINUED

Integrated Occupational Program Core and Practical Arts Courses	Grade 7	Grade 8	Grade 9
Language Arts	n/a	8104	9104
Social Studies	n/a	8151	9151
Science	n/a	8141	9141
Mathematics	n/a	8111	9111
Technical/Occupational	n/a	8601	9601
Business Education	n/a	8611	9611
Personal and Public Services	n/a	8621	9621

4 Elective Components of Core and Complementary Courses

Each junior high course has an elective component designed to provide opportunities to adapt and enhance the required portion of each course to meet the diverse needs and capabilities of individual students.

The elective component allows for adaptation of content, teaching strategies, instructional time or learning resources to meet specific individual student and/or group needs by:

- providing enrichment and additional assistance to individual students
- providing opportunities for innovation and experimentation to meet students' needs.

The elective component is not intended to provide acceleration or advanced placement, and therefore avoids unnecessary and substantial overlap with other courses at a higher level.

The maximum time allotment for the elective component of each core course is designed to be 20% of the instructional time. The maximum time allotment for the elective component of each complementary course is designed to be 30% of the instructional time.

5 Locally Authorized Junior High School Complementary Courses

Locally authorized junior high school complementary courses provide instructional opportunities that enable school jurisdictions to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

For further information on locally authorized junior high school complementary courses, refer to the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 School Program Plan

Prior to school opening, the School Program Plan form is sent to all schools having junior high school grades. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the School Program Plan, the principal and superintendent certify that the departmental requirements outlined have been or will be met.

The principal shall describe all special or unusual circumstances relative to the school organization in the space provided on the School Program Plan. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the School Program Plan to the appropriate Director, Regional Office of Alberta Education.

In the case of private schools, responsibilities of the superintendent of schools referred to in this handbook shall be assumed by the principal.

7 Student Attendance

- Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 (**School Act**, section 8(1)).
- Section 44(3)(b) of the Act allows local school authorities to make rules respecting the attendance of students at school.
- Section 7 of the Act sets out expectations for students' conduct, including regular attendance at school.

8 Student Placement and Promotion

Placement of students in junior high school and promotion to Grade 10 are determined by the principal of the junior high school, subject to policies of the local school authority.

9 Provincial Achievement Testing Program

The Achievement Testing Program provides Alberta Education, school jurisdictions and the public with information on students' achievement at the provincial and local levels. This program is not intended to provide information to be used for student placement or promotion.

Δ Updated information

Achievement Test Schedule:

To ensure consistent and accurate results, the achievement tests must be administered on the scheduled dates and may not be rescheduled.

Achievement Test Schedule 1991

Tuesday, June 11, 1991

Grade 3 Science (a.m.)

Grade 6 Mathematics (a.m.)*

Grade 9 Social Studies (a.m.)*

Achievement Test Schedule 1992

Tuesday, June 9, 1992

Grade 3 Social Studies (a.m.)

Grade 6 English Language Arts (a.m. and p.m.)

Grade 9 Mathematics (a.m.)*

Thursday, June 11, 1992

Français 6^e Année (a.m. and p.m.)

*Note: The French translation must be written at the same time.



PROGRAMMING:

Program and Course Information

1 Instruction in Languages Other than English

a Students Identified Under Section 23 of the Canadian Charter of Rights and Freedoms

Section 5 of the **School Act** states that where individuals have rights under section 23 of the **Canadian Charter of Rights and Freedoms** to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should refer to the **Language Education Policy for Alberta** (1988), and the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

b French Immersion Programs

According to section 6 of the **School Act**, a local school board may authorize the use of French as a language of instruction. School jurisdictions are asked to refer to the **French Language Immersion Regulation** and the **Language Education Policy for Alberta** (1988). Additional information is available from the **Alberta Education Policy Manual** and the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).

c Bilingual Programs

According to section 6 of the **School Act**, a local school board may also authorize the use of a language other than English or French as a language of instruction. A Ukrainian language arts program is available provincially. The maximum amount of time this language may be used for instructional purposes is 50% of the school day. School jurisdictions are asked to refer to the **Languages Other than English or French Regulation**, the **Language Education Policy for**

Alberta (1988) and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). Additional information is available from the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).

2 Second Language Programs

Second language courses have been developed provincially for Blackfoot, Cree, French, German and Ukrainian.

Two programs are available in French. The nine-year program is intended for students beginning their study of French in Grade 4. The six-year program is intended for students beginning their study of French in Grade 7. The Cree and Blackfoot programs are intended for students beginning their study of these languages in Grade 1; however, the programs may be adjusted to meet the needs of students who commence their studies at a later stage. A two-year program is available in German. A Ukrainian program is available for students beginning the study of this language in Grade 7. Further information is available from the **Alberta Education Policy Manual**; the **Language Education Policy for Alberta** (1988); and the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).

3 Integrated Occupational Program

The Integrated Occupational Program is available to students in jurisdictions that choose to offer the program. The program is intended for students who continue to experience difficulty learning in the regular junior high program. The core courses focus on the development of concepts, skills and attitudes necessary for everyday living at home, in the community and on the job. Development in these courses is directed to improving students' attitudes in communication, computation and social relationships. The practical arts courses provide students with the opportunity to apply the concepts, skills and attitudes developed in core courses and, at the same time, prepare them for entry-level job opportunities in various trade and service areas. Community partnership is integral to all Integrated Occupational Program courses.

Δ Updated information

The Integrated Occupational Program was available for Grade 10 students in 1990-91. The Grade 11 and 12 programs will be available in September 1991 and September 1992, respectively.

School jurisdictions must give evidence that a five-year program will be available to students. Agreements between jurisdictions are possible at the local level. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** and the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

4 Special Education

Alberta Education makes special provision for the education of exceptional students. Special education support is provided to help local school authorities develop programs for students with educational disabilities as well as programs for gifted and talented students. "Exceptional students" are those students who require a different program or an adaptation or modification to the regular school program. Further information is provided in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information regarding special education programs, please contact the **Education Response Centre - Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039); the **Education Response Centre - Calgary, 5139 - 14 Street, S.W., Calgary, Alberta, T2T 3W5** (Telephone 297-4606, Fax 297-5157); or the appropriate **Director, Regional Office of Alberta Education**.

a Program Information

Provision for exceptional students has been made by Alberta Education through the development of a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired.

Course requirements for special education students in regular classes will be identified in the students' individualized program plan (IPP). Where a special education student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Education**, of the reduction and the circumstances making the reduction necessary.

Resources for Special Education and Guidance and Counselling: An Annotated List (1989) can be requested from **Special Educational Services, Education Response Centre - Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039).

b Education Response Centre

The **Education Response Centre** provides provincial support in special education, guidance and counselling. It identifies provincial special education needs and designs initiatives to meet the needs of students with disabilities as well as the needs of students who are gifted and talented. Further, it is responsible for developing support documents, planning professional development activities, designing special education policies, establishing a reference centre, providing information services, and for operating the **Alberta School for the Deaf** and the **Materials Resource Centres for the Visually Impaired**.

The Education Response Centre has two offices, the Education Response Centre - Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-6326, Fax 422-2039); and the Education Response Centre - Calgary, 5139 - 14 Street, S.W., Calgary, Alberta, T2T 3W5 (Telephone 297-4606, Fax 297-5157).

c Communications and Information

The Education Response Centre shares information with teachers in standard print form and through two communications networks: ASPEN and Response Line Services.

- ASPEN, the Alberta Special Education Network, is a province-wide, computer-based information and communications network available to parents, teachers, and health and social service professionals who have access to a personal computer, communications software, a modem, and a telephone line. For further information, call the ASPEN administrator at 422-6326.
- Response Line Services is toll-free and provides two services: a message library and response line operators. The message library provides a brief, recorded message on special education programs and services at the local, regional and provincial levels. In Edmonton and local area, call 422-0266; all other locations, dial 0 and ask the long distance operator for Zenith 22126.

Response line operators can provide more indepth information, suggest a more appropriate agency or individual, and connect or reconnect with the message library. In Edmonton and local area, call 422-0274; all other locations, dial 0 and ask the long distance operator for Zenith 22262.

5 Community Partnership

Community partnerships are based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking students out into the community.

Using the expertise, talent and resources of community based service organizations and agencies, business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

In junior high, students may be introduced to the concept of community partnership through such activities as:

- inviting members of the community into the school as guest speakers or for demonstrations
 - involving community members in special events (Career Days; Education Week)
 - touring local businesses and industries
 - sharing resources such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
-

- participating in programs such as work study, job shadowing and mentorships
- being involved in group community partnership projects both in the school and the community.

a Work Study

Work study education provides an opportunity for students to apply in real-life situations the knowledge, skills and attitudes that they have acquired through course work in school. It is an experiential component of an approved course or program which is undertaken through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the co-operative supervision of the subject area teacher co-ordinator and the employer.

Junior high work study should take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

For further information on work study, refer to the **Alberta Education Policy Manual** and the **Work Experience Program Teacher Resource Manual** (1990), available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 Alberta Correspondence School

The **Alberta Correspondence School** can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

a Registration and Fees

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in **Alberta Correspondence School** courses. Students age 16 and over who enrol directly in **Alberta Correspondence School** courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enrol in **Alberta Correspondence School** courses are the local school authority's responsibility. This applies to students of all ages.

Students who are living in unorganized territories, or who are residing temporarily outside of Alberta, may apply directly to the **Alberta Correspondence School**. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

Δ Updated information

Students younger than 19 years of age, who are not enrolled in a school operated by a local school authority, may enrol in **Alberta Correspondence School** courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

b	Monitoring Student Progress	For students who are attending school, the Alberta Correspondence School will send status reports on students' progress to principals, at regular intervals throughout the year.
c	Additional Local School Authority Responsibilities	The principal, counsellor, superintendent or designate, should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for correspondence study, and arrange for writing final tests.
d	Student Learning Resources	<p>The Alberta Correspondence School does not lend textbooks that are available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). Students attending a school may purchase the required textbooks from the Learning Resources Distributing Centre or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in the Alberta Correspondence School handbooks by a double asterisk, may be borrowed by a student registered in an Alberta Correspondence School course, provided the student submits a refundable deposit. Other learning resources, such as computer software, laboratory kits, audiotapes, and videotapes, which are integral to a correspondence course package, are available from the Alberta Correspondence School to registered students. Please consult the Alberta Correspondence School Handbook for Junior High Students and the Learning Resources Distributing Centre Buyers Guide for availability and cost of learning resources.</p> <p>Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0 (Telephone 674-5333, Fax 674-6561).</p>
e	Home Education (through Alberta Correspondence School)	<p>Parents or guardians who wish to provide their children with a home education program that uses Alberta Correspondence School courses must be under the supervision of either their resident or a willing non-resident school board. The school board is responsible for the Alberta Correspondence School fees for home education students.</p> <p>Further information is provided in the Alberta Correspondence School Handbook for Junior High School Students available from the Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0 (Telephone 674-5333, Fax 674-6561).</p> <p>For information about home education, refer to the Alberta Education Regulations and the Alberta Education Policy Manual available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).</p>

Native Education

The **Native Education Project** of Alberta Education has been established to provide support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the **Native Education Project**. Contact the **Native Education Project**, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2043, Fax 422-5256), for information on available resources.

The project will also help systems deal with issues in Native education about which parents and school employees are concerned, and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course. **Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta (1987)** is available from the **Learning Resources Distributing Centre**, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Blackfoot and Cree language and culture programs are also offered in the province. More information on these programs is available from the **Language Services Branch**, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2940, Fax 427-0591).

For further information, refer to the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre**, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

School Library Program

Students in Alberta's schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving the **Goals of Education** for Alberta.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. This exposure to resources helps students to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students' learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for co-operative planning between teachers and teacher librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

Δ New document

Refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries** (1985), **Focus on Research: A Guide to Developing Students' Research Skills** (1990) and the **Alberta Education Policy Manual**. All are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information on school library programs, contact the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129) or the **Provincial Education Consultant, Library and Media, Edmonton Regional Office** (Telephone 427-2952, Fax 422-9682).

9 Technology in Education

To enhance students' learning, the concepts, skills and attitudes relevant to technology and its uses are being incorporated into courses and programs wherever appropriate. Students are expected to learn the advantages and limitations of technological developments and their impact upon society. The ability to use selected technologies will help students understand and appreciate the process of technological change. Opportunity to work with technological materials and to address technological problems gives added depth to programs and provides the basis for the development of skills and understandings.

Learning can be enhanced through the use of technology to deliver instruction. In designing learning experiences for students, consideration should be given to the use of technological processes and materials in situations where technology helps to meet the needs of the students and where it increases the efficiency of program delivery. Examples of equipment used in schools are calculators, computers, audio/videotapes, print and non-print resources and delivery mechanisms such as facsimile machines, radio and television.

Δ New contact

For further information on technology in education, contact the **Educational Technology Section, Policy and Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

10 Physical Education Program Exemptions

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program includes activities selected to contribute to the development of the physically educated individual.

In the following specified circumstances, however, exemptions may be warranted:

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> Statement in writing from parent to principal. 	When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.
INDIVIDUAL	Medical	<ul style="list-style-type: none"> Certification to principal by medical practitioner with statement of activities to be avoided. 	
CLASS	Access to facilities	<ul style="list-style-type: none"> Initiated by local school authority or parent. Approved by the local school authority. Exemption shall be registered on the School Program Plan and approved by the Alberta Education Regional Office serving the area. 	



PROGRAMMING:

Assisting Students with Program Planning

1 Students' Choice of Programs

Students' choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take correspondence courses. Steps should be taken to secure parents' understanding and concurrence in their children's course selections.

Principals should ensure that students are made aware of special programs that are available to meet their individual needs. Students eligible for French language education under section 23 of the **Canadian Charter of Rights and Freedoms** may complete most of their required course work in French. Native students may access resources and programs that are designed to address needs that are particular to the Native experience.

Students in junior high school are required to select complementary courses. Complementary courses, in the junior high school years, are geared toward exploration and experimentation. At least one three-year sequence of courses is encouraged. Teachers, counsellors, principals and parents can assist students in making informed and useful choices regarding courses and activities, and can ease the possible confusion and stress caused by the array of alternatives available.

2 Accommodating Student Differences

Students whose academic achievements do not match their abilities run the risk of underachievement in their current placements. These students need to be identified and provided with additional assistance if they are to achieve to their potential.

Emphasis should be placed on the need for careful assessments, appropriate placements, monitoring of students' progress, systematic observations, regular reviews of instructional approaches used, and the appropriate use of enrichment and remediation through the elective component of courses. Co-ordination of services, team communication, and flexibility of scheduling are essential.

Self-esteem during early adolescence can be very fragile. All students should be provided opportunities for success in non-academic areas through complementary courses and extra-curricular activities.

3 Students' Eligibility for the Integrated Occupational Program

The junior high Integrated Occupational Program provides students with opportunities to acquire, consolidate, and expand on concepts, skills, and attitudes necessary for successful crossover to regular programs, or to progress in the Integrated Occupational Program in senior high school.

The following criteria have been established which, taken together, determine students' eligibility for the Integrated Occupational Program.

- Age – Students must be 12 years and 6 months of age or older as of September 1 (upon entering Grade 8 of the program).
- Achievement – Candidates for the Integrated Occupational Program often demonstrate a significant lag in one or more of their academic courses (language arts, mathematics, science, social studies).
- Related Factors – While Integrated Occupational Program students typically fall into the intelligence band of 75-95, IQ should not be the sole criterion for determining eligibility. Rather, it is one factor that should be considered together with such related factors as behaviour, motivation, emotional make-up, psychomotor co-ordination, work habits, attendance and persistence.

Further information on students' eligibility is provided in the **Alberta Education Policy Manual and the Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers (1989)**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750)**.

4 Planning High School Programs

Students should be given assistance in planning their high school programs. Certain courses are obligatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. All students should become familiar with the guidelines when planning their Grade 10 program, in order to avoid possible difficulties in the later high school years. Further information can be found in the **A Credit to Yourself (1990-91)** student booklet, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750)**.

When planning a program, students should keep in mind the credit requirements for graduation from senior high school, outlined on pages 16 to 24 of the **Guide to Education: Senior High School Handbook (1991-92)**.

Administration



1911年

1911年

大正十年

ADMINISTRATION:

Governance of Education



1 The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of local school authorities are outlined in the Act.

The **School Act** gives the Minister the authority to set regulations in particular areas. Regulations provide specificity of matters for which there is regulation-making authority in the legislation. Regulations have the force and effects of law.

Provincial **policies** outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures may be inconsistent with the objectives and underlying principles of the **School Act**.

2 The Alberta Education Policy Manual

The **Alberta Education Policy Manual** contains provincial policies and regulations that affect the operation of schools and has been developed for local school authorities, private schools, private ECS operators and others, for the following purposes:

- to communicate the position of Alberta Education with regard to key policies
- to provide direction to local school authorities, private schools, and ECS private operators who wish to access provincial resources
- to provide local school authorities, private schools, and ECS private operators with legislation, regulations, policies and procedures in one document.

The following provincial policies are relevant to the administration of a junior high school.

a Education Programs	Policy	Document Number
	Delivery of Basic Education and Instruction	
	Public and Separate Schools	02-01-01
	Early Childhood Services	02-01-02
	Private Schools	02-01-03
	Home Education	02-01-04
	Extension	02-01-05
	Native Education Projects	02-01-06
	Controversial Issues	02-01-07
	Special Education Services	
	Special Education	02-02-01
	Education and Training of Adults with Special Needs	02-02-02
	Students in Institutions	02-02-03
	Resident Students of Government	02-02-04
	Official and Other Languages	
	French as a Second Language and French Immersion Programs	02-03-01
	Languages Other than English or French	02-03-02
	English as a Second Language	02-03-03
	Practical Arts	
	Academic-Occupational	02-04-01
	Integrated Occupational	02-04-02
	Vocational Education	02-04-03
	Off-Campus Vocational Education	02-04-04
	Work Experience Education	02-04-05
	Community, National and International Education	
	Community Schools	02-05-01
	Resources	
	Materials Resource Centre	02-06-01
	Regional Resource Centres	02-06-02
	School Libraries	02-06-03
b Referrals and Appeals	Special Needs Tribunal	03-01-01
	Attendance Boards	03-02-01
	Review by the Minister	03-03-01

c	Provincial Monitoring, Evaluating and Auditing	<i>Policy</i>	<i>Document Number</i>
		Student Evaluation	04-01-01
		Teacher Evaluation	04-02-01
		Program, School, and School System Evaluation	04-03-01
d	Operations Management	Certification of Teachers	
		Practice Review of Teachers	05-05-01
		Superintendent of Schools	05-06-01
		Local Program and Course Approval	
		Locally Authorized Junior High School	
		Complementary Courses	05-07-02
		Locally Developed Religious Studies Courses	05-07-03
		Ministerial Approval of Courses, Education Programs, or Instructional Material	05-07-04
e	School Finance	School Funding	06-01-01
		Basic Learning Resource Acquisition	06-02-01
		Secondary Education Implementation Credit Allocation Grant	06-03-01
f	Communicating Education Results	Annual Education Report	07-01-01
g	Ministerial Orders and Directives	Goals of Education	08-01-01
		Goals of Schooling	08-02-01
		Desirable Personal Characteristics	08-03-01
		Information Bulletin on Human Sexuality Education	08-04-01
		Information Bulletin on AIDS	08-05-01

Schools operate under the direct authority of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

The **Alberta Education Policy Manual** is available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

3 Regulations

The following sections provide a synopsis of regulations that are relevant to the operation of junior high schools. For the complete regulations, refer to the **Alberta Education Regulations**. The sections of the **School Act** to which these regulations refer are noted, as well as the regulation numbers.

a **French Language Immersion**

Section 6(2)
Alta. Reg. 36/89

This regulation allows a board to authorize a French immersion program where more than 40% of the instruction is in the French language, by passing a resolution and informing the Minister in writing to this effect.

b **Home Education Program**

Section 23(3)
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They must notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and they must notify their resident board.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

c **Languages Other than English or French**

Section 6(2)
Alta. Reg. 38/89

This regulation allows a board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing to this effect.

English shall be used as the language of instruction for not less than 50% of the instructional time for each student, or the equivalent amount of time for a semestered program.

A board may commence a third language course if English is used for not less than 35% of the instructional time, or an equivalent amount of time in a semestered program.

Section 74(2) of the **School Act** allows a board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

d	Private Schools Section 22(6) Alta. Reg. 39/89	<p>This regulation sets out the requirements for registered and accredited private schools.</p> <p>The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation.</p>
e	Student Evaluation Section 25(3)(c) Alta. Reg. 40/89	<p>The regulation describes how provincial tests, examinations or other methods of evaluating students' abilities are conducted. It provides for directives to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.</p> <p>The new regulation also provides for the eviction of a person from an examination, and the right to appeal such a decision; for the security necessary for an evaluation, penalties for violating that security, and an appeal mechanism; and for a review of the results of an evaluation and an appeal of that decision to the Minister.</p>
f	Student Record Section 18(8) Alta. Reg. 213/89	<p>This regulation sets out a list of what the student record (established and maintained by the local school board), shall contain and the length of time it must be retained. It also addresses access to the record.</p>
g	French Language Education Section 5(2)	<p>This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the Canadian Charter of Rights and Freedoms and section 5 of the School Act.</p>
4	Handbooks and Bulletins	<p>Handbooks and bulletins are developed to assist local school authorities, principals and teachers with implementing the objectives and underlying principles of the School Act.</p> <p>Three handbooks (of which this is one) comprise the Guide to Education: the ECS/Elementary School Handbook, the Junior High School Handbook and the Senior High School Handbook.</p> <p>The Alberta Education Policy Manual contains details of the relevant legislation, regulations, policies and procedures. This manual should be consulted first when information regarding departmental policy is required.</p> <p>School Act Information Bulletins provide information and clarification of some sections of the School Act on a periodic basis.</p> <p>The following bulletins are available from the Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2948, Fax 422-4200).</p> <p>Student Achievement Testing Program Bulletin. Grade 9</p> <p>Bulletin du Programme de Tests de Rendement.</p> <p>General Information Bulletin: Achievement Testing Program.</p>

Administration: Instructional Delivery



1 Role of the Principal

Instructional leadership is essential for an effective junior high instructional program. The **School Act** (section 15) states that the principal of a school must:

- provide instructional leadership in the school;
- ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the Act;
- evaluate or provide for the evaluation of programs offered in the school;
- direct the management of the school;
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- promote co-operation between the school and the community that it serves;
- supervise the evaluation and advancement of students;
- evaluate or provide for the evaluation of the teachers employed in the school;
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board.

2 Role of the Teacher

The **School Act** (section 13) states that a teacher, while providing instruction or supervision, must:

- provide instruction competently to students;
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- encourage and foster learning in students;

- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

3 Program of Studies

A course or a program of studies is prescribed or approved by order of the Minister pursuant to section 25 of the **School Act**. It outlines the mandatory requirements of the course or program. Courses or programs of study that are under development will contain the following components:

- Philosophy and Rationale
- General Learner Expectations
- Specific Learner Expectations.

The **Program of Studies for Junior High Schools** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

4 Curriculum: Documents and Activities

Information about curriculum support documents and activities is available from the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2984, Fax 422-3745).

See Appendices II and III for a complete list of junior high curriculum resources and distributors.

Documents available for purchase are listed in the **Buyers Guide** and are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

5 Student Learning Resources

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic and support learning resources are available from the **Learning Resources Distributing Centre**.

Information about each learning resource carried by the **Learning Resources Distributing Centre** is included in the **Buyers Guide** and its supplements. Bibliographical data, price, grade level, author and publisher are referenced. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

A 25% subsidy is applicable to basic learning resources that are purchased from the **Learning Resources Distributing Centre** by eligible or approved school authorities.

a	Basic Student Learning Resources	Basic student learning resources are those resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or are the most appropriate for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.
b	Support Student Learning Resources	Support student learning resources are those resources authorized by Alberta Education to assist in addressing some learner expectations of the course(s) or components of the course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.
c	Locally Developed/ Acquired Student Learning Resources Δ New section	<p>A local school authority may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the School Act.</p> <p>In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels, and criteria for instructional design.</p>
d	Learning Resources for the Visually Impaired Δ New section	<p>The Materials Resource Centres (MRC) for the Visually Impaired in Edmonton and Calgary provide alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. For further information contact: Materials Resource Centre for the Visually Impaired - North, Main Floor, Edwards Building, 10053 - 111 Street, Edmonton, Alberta, T5K 2H8 (Telephone 427-4681, Fax 427-6683) or Materials Resource Centre for the Visually Impaired - South, 15, 525 - 28 Street S.E., Calgary, Alberta, T2A 6X1 (Telephone 297-4378, Fax 297-4365).</p>

Appendices



Appendix I: Junior High Implementation Schedule

	COURSE	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
C O R E	HEALTH AND PERSONAL LIFE SKILLS	7-9 F7-9		Theme V					7-9
	LANGUAGE ARTS	7-9		F7-9	U7-9				
	MATHEMATICS		7-9 F7-8	F9					
	PHYSICAL EDUCATION		7-9	F7-9					
	SCIENCE				7 F7	8-9 F8-9			
	SOCIAL STUDIES			7-9	F7-9				
C O M P L E M E N T A R Y	AGRICULTURE: LAND AND LIFE			7-9		F7-9			
	ART								7-9 F7-9
	BUSINESS STUDIES					9 F9			
	COMPUTER STUDIES				7-9	F7-9			
	DRAMA			7-9		F7-9			
	ENVIRONMENTAL AND OUTDOOR EDUCATION					7-9	F7-9		
	ETHICS			8			F8		
	HOME ECONOMICS		7-9 F7-9						
	INDUSTRIAL EDUCATION							7-9	F7-9
	MUSIC		7-9			F7-9			
I. O. P.	SECOND LANGUAGES		G	C	B		F7	F8	F9
	ACADEMIC AND OCCUPATIONAL COURSES			8-9*				8-9	

B = BLACKFOOT (INTERIM)

C = CREE

F = FRENCH

G = GERMAN

U = UKRAINIAN LANGUAGE ARTS (INTERIM)

NOTE: Courses may be available prior to the provincial implementation scheduled above.

* All IOP courses will be interim until September 1993.

Appendix II: Alberta Education Junior High Curriculum Resources

The following list, organized by subject, includes junior high curriculum guides, teacher resource manuals and other support material produced by Alberta Education and available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750), and ACCESS NETWORK (ACCESS).

For ordering information, see Appendix III.

1 CORE COURSES

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Français/French Language Arts	Programme d'études (Program of Studies)	1988	LRDC
	Bandes magnétoscopiques	1989	LRDC
Δ Updated information	Guide d'enseignement - Volet I: compréhension écrite (TRM - Reading module)		
	Français (7 ^e à la 12 ^e année) - francophone	1989	LRDC
	French Language Arts (Grades 7-12) - immersion	1989	LRDC
	Guide d'enseignement - Volet II: Communication orale (TRM - Oral Communication module)		
	Français (7 ^e à la 12 ^e année) - francophone	1989	LRDC
	French Language Arts (Grades 7-12) - immersion	1989	LRDC
	Cadre conceptuel des programmes de français au secondaire (Conceptual framework for the French language programs at the secondary level)		
	Français	1990	LRDC
	French Language Arts	1990	LRDC

	<i>Title</i>	<i>Date</i>	<i>Source</i>
	Tableaux-Synthèses (Scope and Sequence charts)		
	Français 7-8-9	1988	LRDC
	French Language Arts 7-8-9	1988	LRDC
	Techniques de théâtre intégrées à l'enseignement du français	1990	LRDC
Health and Personal Life Skills	Program of Studies*	1987	LRDC
	Junior High Health and Personal Life Skills Curriculum Guide*	1986	LRDC
	Junior High Health and Personal Life Skills Teacher Resource Manual*	1987	LRDC
	Junior High Health and Personal Life Skills Inservice Package (six videotapes and guide)	1986	ACCESS
	Lexique anglais-français (English-French glossary)	1987	LRDC
Language Arts	Program of Studies	1987	LRDC
	Junior High Language Arts Curriculum Guide	1987	LRDC
	Integration in Secondary Language Arts	1985	LRDC
	Viewing in Secondary Language Arts	1982	LRDC
	Junior High Novels and Non-Fiction Listing	1990	LRDC
Mathematics	Program of Studies*	1988	LRDC
	Junior High Mathematics Teacher Resource Manual*	1988	LRDC
	Guidelines for the Use of Calculators Grades 1-12	1981	LRDC
	La résolution de problèmes (Problem-solving monograph)	1985	LRDC
	Lexique anglais-français (English-French glossary)	1988	LRDC

*Also available in French.

	<i>Title</i>	<i>Date</i>	<i>Source</i>
	How to Develop Problem Solving Using a Calculator	1981	LRDC
	Problem-Solving Challenge for Mathematics*	1985	LRDC
Physical Education	Program of Studies*	1988	LRDC
	Physical Education Grades 7-12 Curriculum Guide	1988	LRDC
	Integrating Physically Disabled Students into Physical Education	1985	LRDC
	Junior-Senior High Physical Education Student Evaluation Monograph*	1988	LRDC
	Secondary Physical Education Inservice Package (nine videotapes, inservice manual and planning chart)	1986	ACCESS
	Planning Charts	1986	ACCESS
	Lexique anglais-français (English-French glossary)	1985	LRDC
Science	Program of Studies (Grades 7, 8 and 9)*	1990	LRDC
Δ Updated information	Junior High Science Curriculum Guide*	1978	LRDC
	Learning Contexts for Junior High Science	1989	LRDC
Social Studies	Program of Studies*	1989	LRDC
	Junior High Social Studies Teacher Resource Manual*	1989	LRDC
	Inservice Package		
	No. 1 Overview of the Social Studies Program	1988	ACCESS
	No. 2 Encouraging Thinking	1989	ACCESS
	No. 4 Junior High Social Studies	1989	ACCESS
	Teaching units for topics 7A, 7C, 9B	1991	LRDC
Ukrainian Language Arts	Ukrainian Language Arts (ECS-Grade 12)	1990	LRDC
Δ Updated information	Note: Program of studies, implementation manual and teacher resource manual will be available from Learning Resources Distributing Centre in the summer of 1991.		

*Also available in French.

2 COMPLEMENTARY COURSES

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Agriculture: Land and Life	Program of Studies*	1989	LRDC
	Junior High School Agriculture: Land and Life Teacher Resource Manual	1989	LRDC
Art	Program of Studies*	1985	LRDC
	Junior High Art Curriculum Guide*	1985	LRDC
	Junior High Art Teacher Resource Manual*	1985	LRDC
Blackfoot Language and Culture (ECS - Grade 9)	Note: A program of studies and curriculum guide for the new Blackfoot Language and Culture Program will be available from the Learning Resources Distributing Centre in the summer of 1991.		
Δ Updated information			
Business Studies	Course of Studies*	1990	LRDC
Δ Updated information	Junior High School Business Studies Teacher Resource Manual	1991	LRDC
Computer Studies	Program of Studies	1990	LRDC
	Junior High School Computer Studies Teacher Resource Manual	1990	LRDC
Cree Language and Culture (ECS - Grade 9)	Program of Studies and Curriculum Guide	1989	LRDC
	Integrating Cultural Concepts in Second Language Instruction	1987	LRDC
Drama	Program of Studies*	1989	LRDC
	Junior High School Drama Teacher Resource Manual*	1989	LRDC
Environmental and Outdoor Education	Course of Studies	1990	LRDC
	Teacher Resource Manual	1991	LRDC
Δ Updated information			

*Also available in French.

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Ethics	Program of Studies*	1989	LRDC
	Grade 8 Ethics Teacher Resource Manual	1989	LRDC
	Ethics Resource Package (eight videotapes and guide)	1989	ACCESS
French (Six-Year Program)	Program of Studies and Curriculum Guide	1979	LRDC
	French as a Second Language Handbook	1980	LRDC
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
French N (Nine-Year Program)	Program of Studies and Curriculum Guide	1979	LRDC
	French as a Second Language Handbook	1980	LRDC
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
German	Program of Studies and Curriculum Guide	1987	LRDC
	Integrating Cultural Concepts into Second Language Instruction	1987	LRDC
Home Economics	Program of Studies*	1988	LRDC
	Junior High School Home Economics Curriculum Guide	1987	LRDC
	Junior High School Home Economics Teacher Resource Manual	1987	LRDC
Industrial Education	Program of Studies*	1981	LRDC
	Junior High School Industrial Education Curriculum Guide (Grades 7, 8, 9)*	1981	LRDC

*Also available in French.

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Music	Program of Studies*	1988	LRDC
	Junior High Choral Music Curriculum Guide	1988	LRDC
	Junior High General Music Curriculum Guide*	1988	LRDC
	Junior High Instrumental Music Curriculum Guide	1988	LRDC
Typewriting	Program of Studies	1973	LRDC
	Junior High School Typewriting Curriculum Guide	1973	LRDC
Ukrainian	Program of Studies and Curriculum Guide	1981	LRDC
	Grade 7 Teaching Unit	1982	LRDC
	Grade 8 Teaching Unit	1982	LRDC
	Grade 9 Teaching Unit	1982	LRDC
	Supplementary Learning Resource Manual	1987	LRDC
	Integrating Cultural Concepts in Second Language Instruction	1987	LRDC

*Also available in French.

3 INTEGRATED OCCUPATIONAL PROGRAM COURSES

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Language Arts	Program of Studies (Grades 8 and 9)	(interim) 1989	LRDC
	Teacher Resource Manual	(interim) 1989	LRDC
Mathematics	Program of Studies	(interim) 1989	LRDC
	Teacher Resource Manual	(interim) 1989	LRDC
Practical Arts	Program of Studies	(interim) 1989	LRDC
	Teacher Resource Manual	(interim) 1989	LRDC
Note: The practical arts curricular documents include three course components: business education, personal and public services, and technical occupational.			
Science	Program of Studies	(interim) 1989	LRDC
	Teacher Resource Manual	(interim) 1989	LRDC
Social Studies	Program of Studies	(interim) 1989	LRDC
	Teacher Resource Manual	(interim) 1989	LRDC

4 ENGLISH AS A SECOND LANGUAGE

	<i>Title</i>	<i>Date</i>	<i>Source</i>
	ESL/Dialect - Guidelines and Suggestions for Administration and Organization of Programs	1987	LRDC
	ESL - A Selective Bibliography of Supplementary Learning Resources	1988	LRDC
	ESL - Instruction in the Junior High School: Curriculum Guidelines and Suggestions	1988	LRDC

5 SPECIAL EDUCATION

	<i>Title</i>	<i>Date</i>	<i>Source</i>
Δ New section	Program of Studies	1983	LRDC
	Educable Mentally Handicapped Curriculum Guide	1983	LRDC
	Trainable Mentally Handicapped Curriculum Guide	1982	LRDC
	Dependent Handicapped Curriculum Guide	1983	LRDC
	Hearing Impaired Curriculum Guide	1983	LRDC
	Visually Impaired Curriculum Guide	1983	LRDC
	Individual Program Plans	1989	LRDC

Appendix III: Alberta Education Curriculum Distributors

The curriculum resources identified in Appendix II are available through the following Alberta Education distributors:

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta, T5L 4X9
Telephone 427-2767
Fax 422-9750

Δ As of April 1, 1991 all Central Support Services documents will be distributed by the Learning Resources Distributing Centre

- Basic and Support learning resources
- distance education and correspondence education course materials
- teachers' resource manuals and monographs
- some standardized tests
- achievement tests (grades 3, 6 and 9)
- some software and audio-visual resources
- French language instruction learning resources
- programs of study
- some curriculum guides
- service, legal and information documents, including bulletins and brochures

For a list of available learning resources, refer to the **Learning Resources Distributing Centre Buyers Guide** and supplements.

ALBERTA CORRESPONDENCE SCHOOL
Box 4000
Barrhead, Alberta, T0G 2P0
Telephone 674-5333
Fax 674-6561

- correspondence courses

ACCESS NETWORK
Media Resource Centre
295 Midpark Way, S.E.
Calgary, Alberta, T2X 2A8
(Toll-free number for educators is 1-800-352-8293.
Fax 256-6837)

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the **ACCESS NETWORK Audio-Visual Catalogue 1987, 1988 and 1989** supplements.

Appendix IV: Alberta Education Branch Addresses

The mailing address for branches of Alberta Education is:
Devonian Building, West Tower
11160 - Jasper Avenue
Edmonton, Alberta
T5K 0L2

The following branch addresses are exceptions:

Alberta Correspondence School Box 4000 Barrhead, Alberta T0G 2P0	Education Response Centre - Calgary 5139 - 14 Street, S.W. Calgary, Alberta T2T 3W5
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Alberta School for the Deaf 6240 - 113 Street Edmonton, Alberta T6H 3L2	Grande Prairie Regional Office 12th Floor, 214 Place 9909 - 102 Street Grande Prairie, Alberta T8V 2V4
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Calgary Regional Office Room 1200, Rocky Mt. Plaza 615 Macleod Trail, S.E. Calgary, Alberta T2G 4T8	Learning Resources Distributing Centre 12360 - 142 Street Edmonton, Alberta T5L 4X9
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Edmonton Regional Office 7th Floor, Westcor Building 12323 Stony Plain Road Edmonton, Alberta	Lethbridge Regional Office Provincial Building 200 - 5 Avenue South Lethbridge, Alberta T1J 4C7
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Mailing Address:

Edmonton Regional Office Devonian Building, West Tower 11160 - Jasper Avenue Edmonton, Alberta T5K 0L2	Red Deer Regional Office 3rd Floor West, Provincial Building 4920 - 51 Street Red Deer, Alberta T4N 6K8
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Education Response Centre
- Edmonton
6240 - 113 Street
Edmonton, Alberta
T6H 3L2

Δ Clarification of
Edmonton Regional
Office address and
mailing address

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Regional Offices of Alberta Education

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs, and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions, and policy development
- **MONITORING:** Monitoring of educational programs on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school authority.



Regional Offices

Zone 1: Grande Prairie	- Tel 538-5130 Fax 538-5135
Zones 2 and 3: Edmonton	- Tel 427-2952 Fax 422-9682
Zone 4: Red Deer	- Tel 340-5262 Fax 340-5305
Zone 5: Calgary	- Tel 297-6353 Fax 297-3842
Zone 6: Lethbridge	- Tel 381-5243 Fax 381-5734

Education Information - Tel 427-7219

